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Scholarly Communication: It's Not Just for ARL Libraries

Isaac Gilman

Pacific University

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Scholarly Communication: It's Not Just for ARL Libraries

Disciplines

Library and Information Science

Comments

Presentation from the 2011 NAPCU Libraries Directors Conference, Coeur d'Alene, ID.

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Scholarly Communication

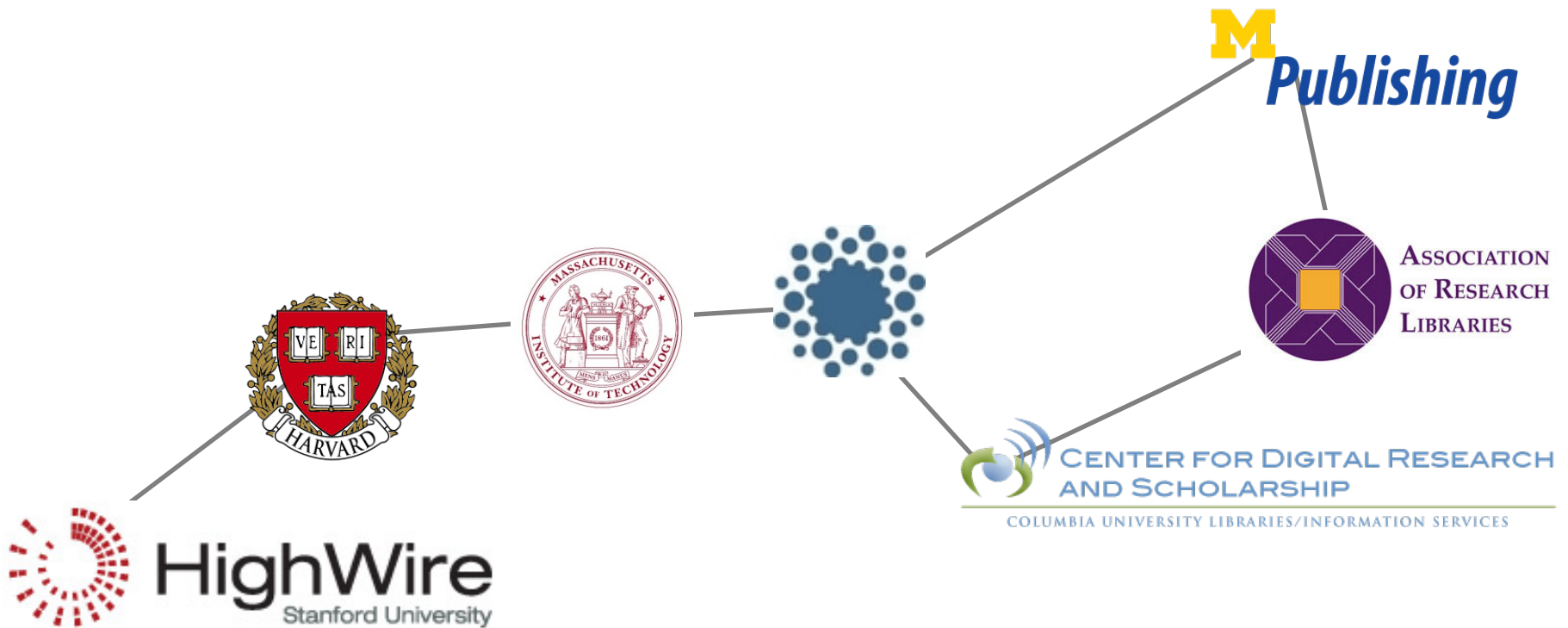
It's Not Just for ARL Libraries

Isaac Gilman *Scholarly Communications and Research Services*

NAPCU Libraries Directors Conference | November 3 2011



Everyone knows about the Big Dipper...



**...but it takes more than seven stars for the sky
to look like this.**

Scholarly Communication Theorem

§ Scholarly communication is an effort to exchange information and knowledge to inform the creation of new ideas and scholarship.

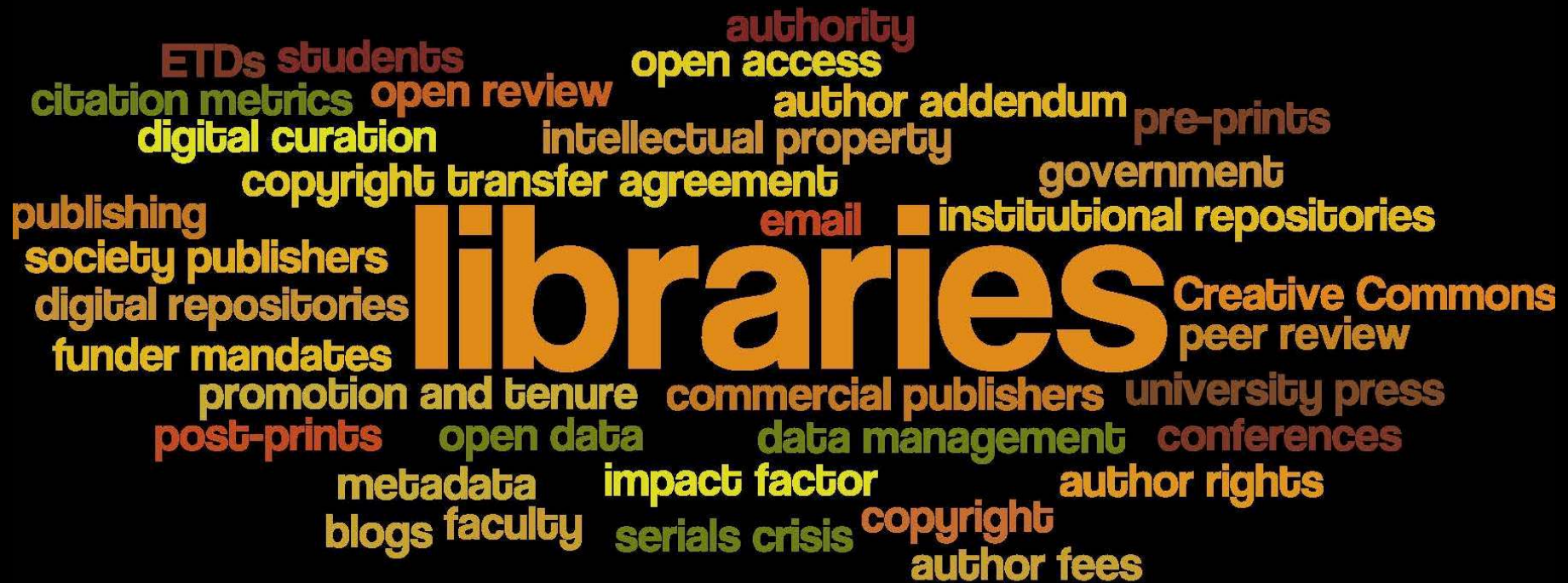
§ Academic libraries exist to facilitate the exchange of information and knowledge between authors/creators and readers/learners.

∴ As new models for exchanging information and knowledge emerge – which hold the potential to benefit our local and global communities – *all* academic libraries have a responsibility to explore ways in which we can support these models.

Libraries - big and small - have always been part of scholarly communication.



Modes of information exchange have evolved...



...so where do we start?

Case Study: Pacific University

Motivations

Value

Entry Point

Practical motivations

- **ETDs**
- **Increase library visibility/impact in student and faculty scholarly activities**
- **Develop services that tie Library to university mission**

Philosophical motivations

- **Open Access**

Case Study: Pacific University

Motivations

Value

Entry Point

Institutional value

- **Promote student and faculty work**
- **Increase visibility by potential collaborators**
- **Increase impact of student and faculty work**
- **Distinguish institution**

Case Study: Pacific University

Motivations

Value

Entry Point

Entry point


- **Partnership with Office of Research (Vice Provost)**
- **Institutional repository...**

IR as "Gateway" Service

Benefits:

- **Provides a scalable service**
- **Start big or start small**
- **Get them hooked: pilot projects/collections**
- **Introduces the question: if the library can do this, what else can it do that I hadn't considered?**

Repository Development at Pacific



Pacific University Oregon

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About CommonKnowledge

CommonKnowledge is the home of the collected scholarship and creative works of Pacific University faculty, staff and students - and of their collaborators from around the world. These open collections, organized and made accessible by the Pacific University Libraries, demonstrate Pacific's commitment to the idea that shared information and academic collaboration are essential to the "progress of knowledge" in our global community.

Redlining: 0-60 in 30 days



- **April 8, 2009. Brown-bag presentation to optometry faculty**
- **May 5, 2009. Digital Commons demo webinar**
- **May 14, 2009. Contract received from bepress**
- **May 20, 2009. Email Pacific IT to set up redirect URL**
- **May 28, 2009. Receive site mock-up from DC Client Services**
- **June 2, 2009. *CommonKnowledge* goes live.**

CK: Start-Up Collections

- Optometry conference
<http://commons.pacificu.edu/compvision/>
- Retrospective digitization of theses/dissertations
<http://commons.pacificu.edu/etds/>
- Faculty scholarship
Ex. <http://commons.pacificu.edu/ptfac/>
- Transferred journal: *Essays in Philosophy*
<http://commons.pacificu.edu/eip/>

CK: Selling Points

A. Capture, archive and disseminate work that would otherwise be “lost” or “invisible”

- **Optometry conference**

<http://commons.pacificu.edu/compvision/>

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Schedule



2009

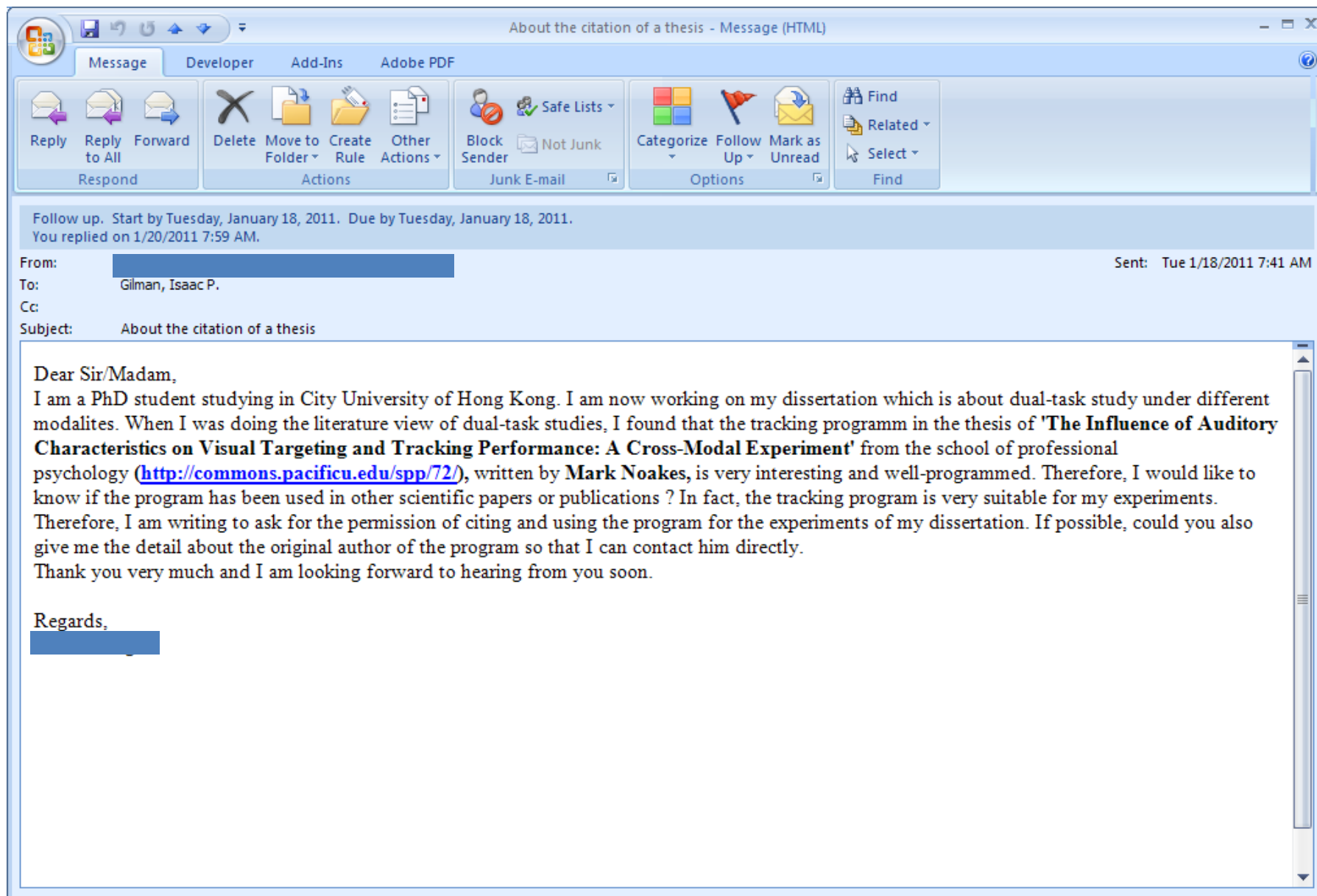
Thursday, June 4th

8:00 AM	<u>Breakfast</u> 8:00 AM - 8:30 AM
8:30 AM	<u>Introduction Clinicians and Ergonomics</u> Jim Sheedy , <i>Pacific University</i> Jeffrey Anshel , <i>Corporate Vision Consulting</i> 8:30 AM - 9:00 AM
9:00 AM	<u>The Art, Technology and Science of Reading</u> Kevin Larson , <i>Microsoft</i> 9:00 AM - 9:15 AM
9:15 AM	<u>Sub-Pixel Text Rendering – Preference, Legibility and Reading Performance</u> Jim Sheedy , <i>Pacific University</i> Yu-Chi Tai , <i>Pacific University</i> Manoj Subbaram , <i>University of Houston</i> Sowjanya Gowrisankaran , <i>Ohio State University</i> John Hayes , <i>Pacific University</i> 9:15 AM - 9:30 AM
9:30 AM	<u>Character legibility; which details are important, and how might it be measured?</u> John Hayes , <i>Pacific University</i>

CK: Selling Points

B. Increase visibility and potential impact of student and faculty work

- Retrospective digitization of theses/dissertations
<http://commons.pacificu.edu/etds/>
- Faculty scholarship
Ex. <http://commons.pacificu.edu/ptfac/>



1	Full-Text Downloads for 2009-06-02 through 2011-10-30 for Faculty Scholarship (PT)		
2			
3	<i>Title</i>	<i>URL</i>	<i>Total</i>
4	Scapular-stabilization exercises: early-intervention prescription	http://commons.pacificu.edu/ptfac/5	12463
5	Injury Prevention for High School Female Cross-Country Athletes	http://commons.pacificu.edu/ptfac/3	1246
6	Functional rehabilitation exercise prescription for golfers	http://commons.pacificu.edu/ptfac/4	757
7	Analysis of Hip Strength in Females Seeking Physical Therapy Treatment for Unilateral Patellofemoral Pain Syndrome	http://commons.pacificu.edu/ptfac/2	456
8	Critically appraised paper of Johnson et al (JOSPT 2007): The effect of anterior versus posterior glide joint mobilization on external rotation range of motion in patients with shoulder adhesive capsulitis.	http://commons.pacificu.edu/ptfac/6	438
9	The Role of Massage in Sports Performance and Rehabilitation: Current Evidence and Future Direction	http://commons.pacificu.edu/ptfac/10	265
10	Integrating Shoulder and Core Exercises When Rehabilitating Athletes Performing Overhead Activities	http://commons.pacificu.edu/ptfac/7	246
11	Glenohumeral Joint Range of Motion in Elite Male Golfers: A Pilot Study	http://commons.pacificu.edu/ptfac/9	163
12	Comprehensive Sports Medicine Treatment of an Athlete Who Runs Cross-Country and is Iron Deficient	http://commons.pacificu.edu/ptfac/8	111
13	Appropriate Inhibition of Orexigenic Hypothalamic Arcuate Nucleus Neurons Independently of Leptin Receptor/STAT3 Signaling	http://commons.pacificu.edu/ptfac/11	75
14	Joint Inflammation and Early Degeneration Induced by High-Force Reaching Are Attenuated by Ibuprofen in an Animal Model of Work-Related Musculoskeletal Disorder	http://commons.pacificu.edu/ptfac/13	54

CK: Selling Points

C. Provide “value-added” services for new or existing publications

- Transferred journal: *Essays in Philosophy*
<http://commons.pacificu.edu/eip/>

Essays in Philosophy

A Biannual Journal

Vol. 8, No. 2, June 2007

Civil Disobedience

John Scott Gray, Editor
Ferris State University

Published by
The Department of Philosophy
Humboldt State University
Arcata, California



Michael F. Goodman, General Editor

Table of Contents:

[Introduction](#), John Scott Gray

Essays

- [All Things New: On Civil Disobedience Now](#), by Steven Schroeder
- [Civil Disobedience from Thoreau to Transnational Mobilizations: The Global Challenge](#), by Hourya Bentouhami
- [Violent Civil Disobedience and Willingness to Accept Punishment](#), by Piero Moraro

Discussion

- [Good Sex on Kantian Grounds, or A Reply to Alan Soble](#), by Joshua Schulz
- [Comments on "Good Sex on Kantian Grounds, or A Reply to Alan Soble," or A Reply to Joshua Schulz](#), by Alan Soble

Essays in Philosophy

A Biannual Journal

Vol. 8, No. 2, June 2007

Civil Disobedience

Essays in Philosophy

A Biannual Journal

Vol. 8, No. 2, June 2007

All Things New: On Civil Disobedience Now

Table of

Introduc

Essays

Discussion

- [All](#)
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- [Viol](#)

- [Goo](#)
- [Con](#)

I intend this piece as an invitation to think through civil disobedience as a strategy for social transformation and, more specifically, to rethink its significance for revolutionary political change. To that end, I offer a series of theses, each of which may serve as an occasion for public debate and all of which together constitute an argument for a particular way of thinking about civil disobedience as an historical phenomenon and as a contemporary strategy. My argument, in short, is that civil disobedience is better understood and more effectively practiced as a means by which to dismantle and reconstitute social orders than as a tool by which to effect change within social orders that remain intact. The discussion is of significance for practitioners and would-be practitioners to the extent that it clarifies what is at stake when one engages in civil disobedience. It is of significance for social and political philosophers concerned with the ideological consistency of civil disobedience as a strategy within contemporary movements for social change, and it is of significance for historians of philosophy seeking to assess campaigns that have moved civil disobedience toward the center of political discourse – most notably the Gandhian independence movement in India and the Civil Rights movement in the United States.

1. The “civil” of civil disobedience has the sense of *civilis*, relating to a citizen or to public life. It requires a *civitas*, a human community, in which disobedience may take place. It is a *res publica*, a public thing.
2. The “disobedience” of civil disobedience effectively stipulates the existence of an authority that has power (though not unlimited power, and not necessarily *legitimate* power) to require obedience to a directive or directives in the form of rule(s), law(s), custom(s), etc.
3. To say “disobedience” is to enunciate also the possibility of *obedience*. It posits a real choice to be made by an agent.
4. Associating disobedience--and, by extension, obedience--with “civil” locates power in the agent to affect (and, perhaps, effect) a *civitas*.
5. This power is a sovereignty that exists in tension with sovereignty assumed by the civil authority.
6. Confronted with an authority that requires obedience to a directive or directives, the agent may *obey* (which, intentionally or not, grants the authority in question legitimacy); the agent may *disobey* (which, intentionally or not, withholds legitimacy from the authority in question); or the agent may *ignore* the directive (which amounts to disobedience, though it is “civil”

Essays in Philosophy

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Editor

General Editor: David Boersema, Pacific University

Essays in Philosophy publishes philosophical papers of quality which the editors believe will make a contribution to the literature on a certain topic. The journal holds to no specific school of thought, mode of philosophizing, or style of writing. Each issue of the journal is devoted to a specific topic.

Current Issue: Volume 12, Issue 2 (July 2011)
Philosophy's Future: Science or Something Else?

Issue Editors:

Eric Dietrich & Zach Weber

Editor's Introduction



PDF

[Issue Introduction](#)

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A Conception of Philosophical Progress

Clinton Golding, *University of Otago*

Pages

200-223

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Abstract

There is no consensus about appropriate philosophical method that can be relied on to settle philosophical questions and instead of established findings, there are multiple conflicting arguments and positions, and widespread disagreement and debate. Given this feature of philosophy, it might seem that philosophy has proven to be a worthless endeavour, with no possibility of philosophical progress. The challenge then is to develop a conception of philosophy that reconciles the lack of general or lasting agreement with the possibility of philosophical progress. I present such a conception in this paper. I argue that the aim of philosophy is to resolve philosophical problems, which is different from establishing settled and final answers or positions. Philosophical problems involve inadequate or incongruous conceptions that cannot be settled once and for all but can be resolved by transforming our conceptions so they are now congruous and adequate. There is philosophical progress every time a warranted, defensible position is developed that resolves a philosophical problem, even if there are competing resolutions and further problems to resolve, as there always are in philosophy.

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A Conception of Philosophical Progress

Clinton Golding

Published online: 11 July 2011
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Abstract

There is no consensus about appropriate philosophical method that can be relied on to settle philosophical questions and instead of established findings, there are multiple conflicting arguments and positions, and widespread disagreement and debate. Given this feature of philosophy, it might seem that philosophy has proven to be a worthless endeavour, with no possibility of philosophical progress. The challenge then is to develop a conception of philosophy that reconciles the lack of general or lasting agreement with the possibility of philosophical progress. I present such a conception in this paper. I argue that the aim of philosophy is to resolve philosophical problems, which is different from establishing settled and final answers or positions. Philosophical problems involve inadequate or incongruous conceptions that cannot be settled once and for all but can be resolved by transforming our conceptions so they are now congruous and adequate. There is philosophical progress every time a warranted, defensible position is developed that resolves a philosophical problem, even if there are competing resolutions and further problems to resolve, as there always are in philosophy.

It is possible to raise and solve philosophical problems with no very clear idea of what philosophy is, what it is trying to do, and how it can best do it; but no great progress can be made until these questions have been asked and some answers to them given (Collingwood, 2005, 4)

Philosophy involves endless controversy seemingly without settled, definitive conclusions. Multiple conflicting interpretations, positions and arguments are offered, but with no consensus about which should be accepted. There is not even agreement about which are the legitimate questions to ask, or the appropriate methods to employ. This picture leaves no room for philosophical progress and so makes philosophy appear pointless. But this is perplexing given how many people pursue philosophy, both

Corresponding Author: C. Golding
University of Otago
email - cgolding@unimelb.edu.au

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CK: Selling Points

D. Usage reports and statistics for contributors (or deans/directors...)

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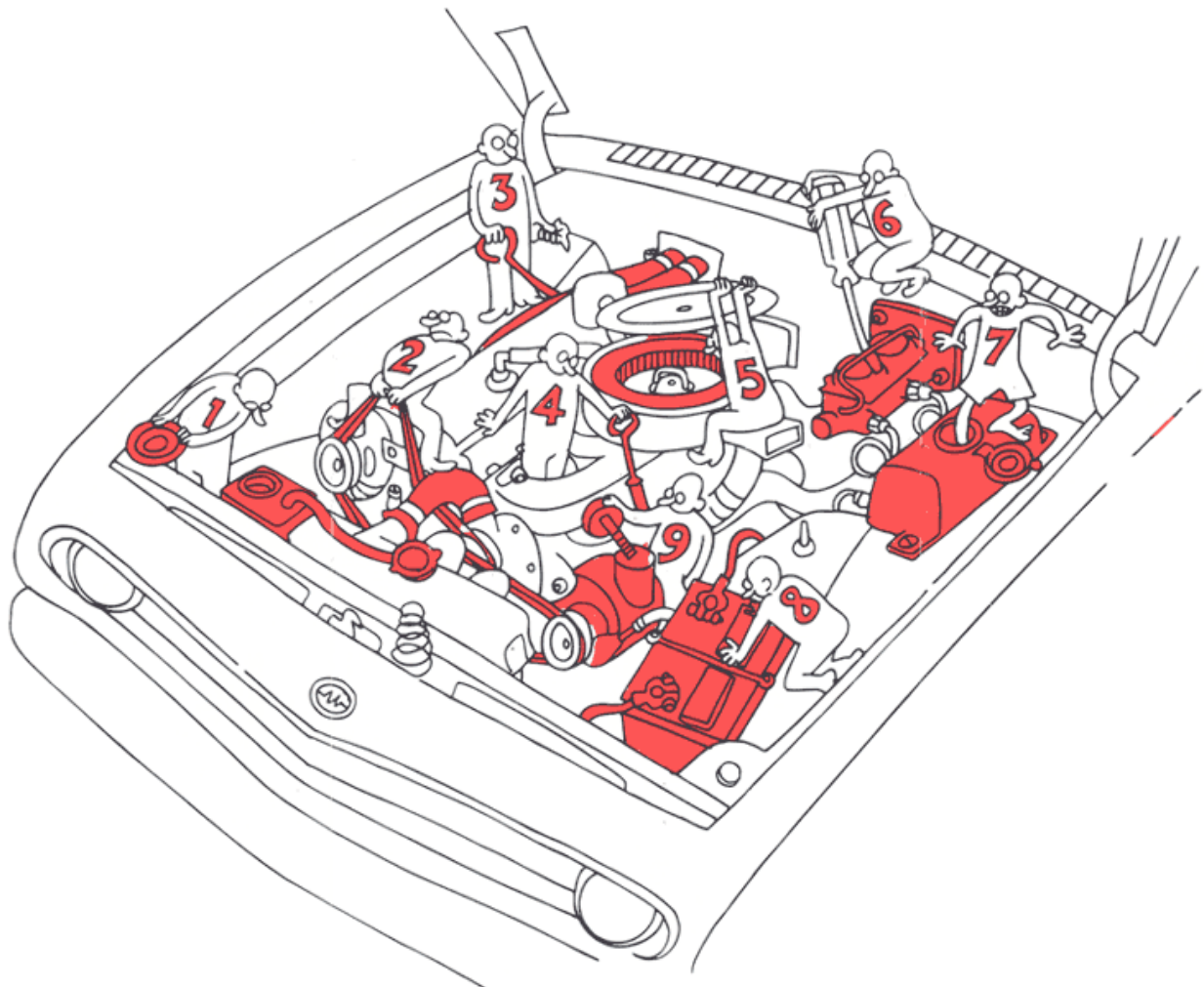
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Under the hood...

CK: Basic Spec Sheet

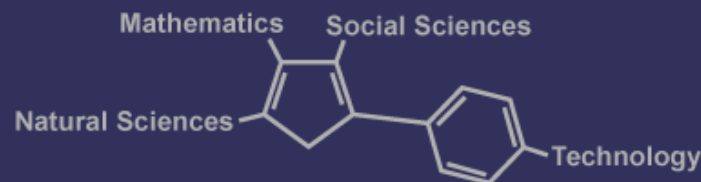
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- **Unique branding for each event**
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Pacific University Undergraduate Research Conference

November 16, 2010 | Washburne Hall | Forest Grove, OR



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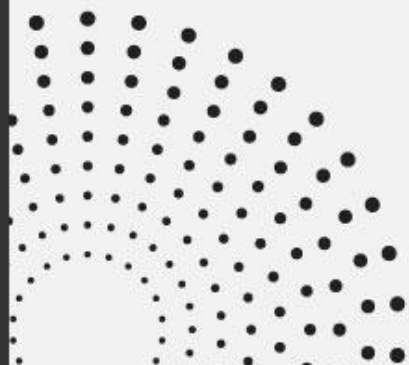
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The third annual Pacific University Undergraduate Research Conference will feature a professional panel discussion and two student poster sessions. The Conference is sponsored by the Pacific Research Center and the Career Development Center and is free and open to the public.

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- **Open access or subscription access**



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Editor

General Editor: [David Boersema](#), Pacific University

Res Cogitans publishes selected papers presented at the Pacific University Undergraduate Philosophy Conference. The Conference provides an annual forum for the presentation of philosophical work of undergraduates to their peers. Since 1997, almost 1000 students from nearly 250 schools across the country and the globe have participated in the conference. All of the participants are undergraduate students, with the exception of the annual keynote address by a renowned philosopher. Past keynote speakers have included Paul Churchland, Hilary Putnam, John Searle, Keith Lehrer, Catherine Elgin, John Perry, Hubert Dreyfus, Jerry Fodor and Alvin Plantinga.

CURRENT ISSUE: VOLUME 1, ISSUE 1 (2010)

Articles



[Issue Introduction](#)
David Boersema

Monographs

- **User-friendly presentation of multiple files (e.g. chapters)**
- **Ability to embed Issuu viewer (“flippy-pages”)**
- **Monographic collections may be browsed by cover art/descriptive text**

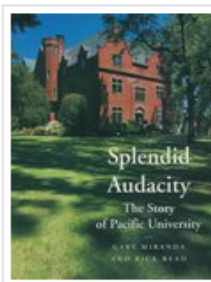
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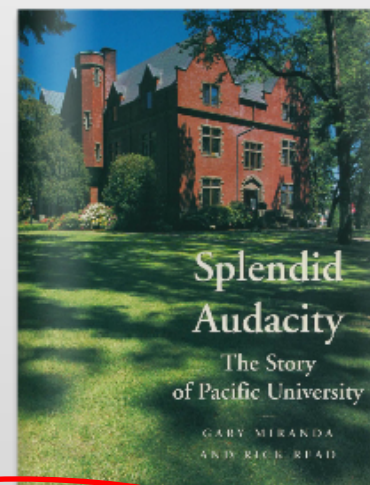
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CK: Tech Specs

- **Allows for batch upload via XML or Excel (batch revise, too)**
- **Proxy or LDAP authentication is possible for collection-level access control (we only use IP range for limited-access content)**
- **OAI-PMH compliant**
- **DC subscribers may choose to participate in a PLN (Private LOCKSS Network) for back-up/archiving purposes**
- **Great indexing in Google**
- **Auto-generated cover pages for PDF content (branding for visitors who come directly to PDF through search engine)**



Let's be honest...

Challenges

- **Self-deposit rate**
- **Concerns about quality of student work**
- **Concerns about mixing peer-reviewed/non-peer-reviewed content**
- **Publisher response time**
- **Alumni permissions w/ retrospective digitization**
- **Explaining “what” and “why” in 30 seconds or less**

SUCCESS WILL COME
FROM YOUR PLANS

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Indeed.

(Some of our) Successes

- **Faculty buy-in/participation across all colleges**
- **Administration recognition of role CK can play in promoting/distinguishing the University**
- **Launched three new journals (2 UG, 1 scholarly)**
- **Partnership with Undergraduate Research Conference**
- **Occupational Therapy & Physical Therapy student work**
- **External collaborations: PNWJURCA, SSO:USA**

CommonKnowledge
Memorandum of Understanding/Service Level Agreement

1. Nature of Agreement

(a) This agreement, between Pacific University on behalf of the Pacific University Library (hereafter known as “Library”), the Pacific University School of Occupational Therapy (hereafter known as “School of OT”) and the Society for the Study of Occupation: USA (hereafter known as “SSO:USA”), is an agreement regarding SSO:USA participation in CommonKnowledge, Pacific University’s digital repository. The statements below define the relationship between the Library, the School of OT and SSO:USA for the sole purpose of SSO:USA use of the CommonKnowledge platform. All other agreements entered into before this date, whether verbal or otherwise, are hereby nullified and voided. This agreement may be amended in writing with the approval of the University Librarian of Pacific University, the Director of the School of OT and by an officially designated representative of SSO:USA.

2. Joint Statement of Principles

(a) The Library, School of OT and SSO:USA believe that increased access to scholarly information in the field of occupational science is necessary for the advancement of the study of occupation and the application of that study for the improvement of clients’ quality of life. Providing open access to SSO:USA-sponsored materials through CommonKnowledge will ensure that the widest possible range of scholars, occupational therapists and related professionals will have access to knowledge that will inform and advance the study and practice of occupational science.

3. Roles and Responsibilities

The Library, School of OT and SSO:USA agree to the following demarcation of roles and responsibilities:

(a) Library will:

- i. Make SSO:USA materials deposited in CommonKnowledge available free of charge to the public via the Internet or any subsequent technology;
- ii. Provide access to CommonKnowledge software and establish a

Annual Research Conference

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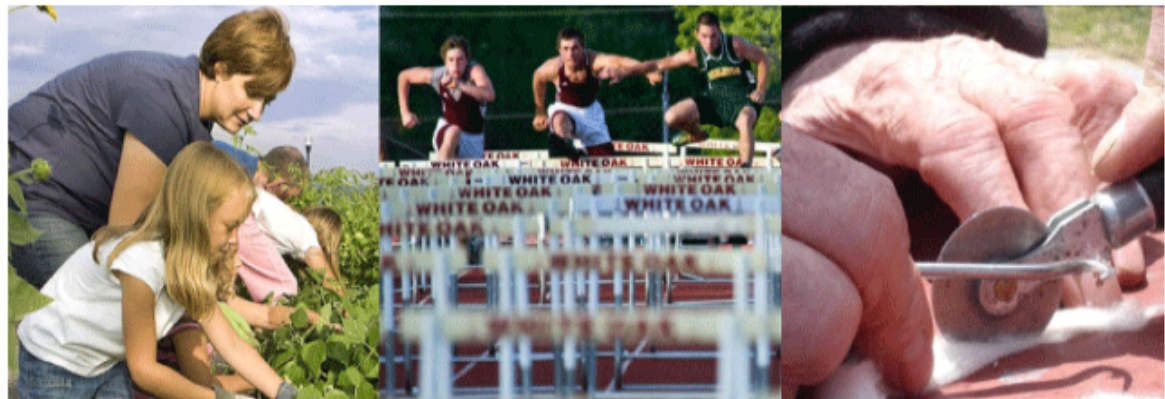
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The mission of the SSO:USA is to facilitate high quality scholarship and a dynamic exchange of ideas that support the discipline of occupational science.

The annual Research Conference provides a forum for the national occupational science community to share ideas, explore cutting edge theory and research and contribute to the global knowledge of occupational science and practice of occupational therapy.

[Browse the contents of SSO:USA Annual Research Conference:](#)

[2011 Annual Research Conference](#)

But why? Reasons for Success...

- **Focused on creating services, not building collections**
- **Aimed to provide services that:**
 - Enhance the educational process
 - Allow faculty and students to contribute in meaningful ways to their disciplines
 - Are meaningful to those receiving them, not just to the library
- **Services have created dialogue:**
 - Can the library help us address this need?
- **Services have begotten services:**
 - Success with one partner creates opportunity with another

CK: Next Steps?

- **Policy development**
- **Advisory board formation**
- **Research data support**
- **Expanded publishing support**



Common Knowledge

Building out from the repository

- **Publishing services and education**
- **Intellectual property and open access**
- **Open educational resources**
- **Support for data management plans**

Connecting to Mission

Library Mission

- **See “SC Theorem”**
- **Formally integrate into existing service area – or create new one**
 - **Local Collections & Publication Services**
- **Incorporate into core themes/goals...**

- Develop collections of resources and foster creation of original works that reflects a rich diversity of ideas, that informs the education process and that **preserves the scholarly and creative achievements of our students, faculty and staff**
- Provide a physical and **virtual commons** that supports the vibrant academic culture of the University by leading to **discovery of new ideas**, creation of multidisciplinary partnerships, and **opportunities to engage our local and global communities**
- Support academic freedoms and the **dissemination of knowledge through advocacy and outreach**, and by creating policies and venues that foster ethical and sustainable publishing practices

DRAFT

Connecting to Mission

University Mission – Key Areas

- **Distinction**
- **Research/scholarship**
- **Student success**
- **Community engagement/global citizenship**

- “[S]takeholders [...] require [higher education institutions] to *demonstrate evidence* that they have achieved [their goals]. The same is true for academic libraries; they too can provide evidence of their value. **Community college, college, and university librarians** no longer can rely on their stakeholders’ belief in their importance. Rather, they **must demonstrate their value.**” (*Value of Academic Libraries*, Oakleaf, 2010, p. 11, emphasis added)

**Scholarly communication
initiatives provide an
opportunity for libraries to
demonstrate value.**



Some Entry Points...

- **Faculty education:** Author rights, open access, publishing scams, new forms of publication
- **Student work:** ETDs, writing prizes, senior projects
- **Faculty services:** Archive faculty publications, provide persistent links for CV, usage reports, etc.
- **Open Educational Resources:** Student governance, faculty grants, workshops
- **Credit courses:** Publishing, intellectual property

Questions?

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